



Henry Timrod Elementary

1901 E. Old Marion Hwy
Florence, SC 29506

Grades	PK-6 Elementary School	
Enrollment	423 Students	
Principal	Michelle McBride	843-664-8454
Superintendent	Allie E. Brooks	843-669-4141
Board Chair	Porter Stewart	843-669-6395

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Average	Average
2012	Average	Average
2011	Average	Good
2010	Average	Average
2009	Average	Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2012-13 whose 2011-12 test scores were located

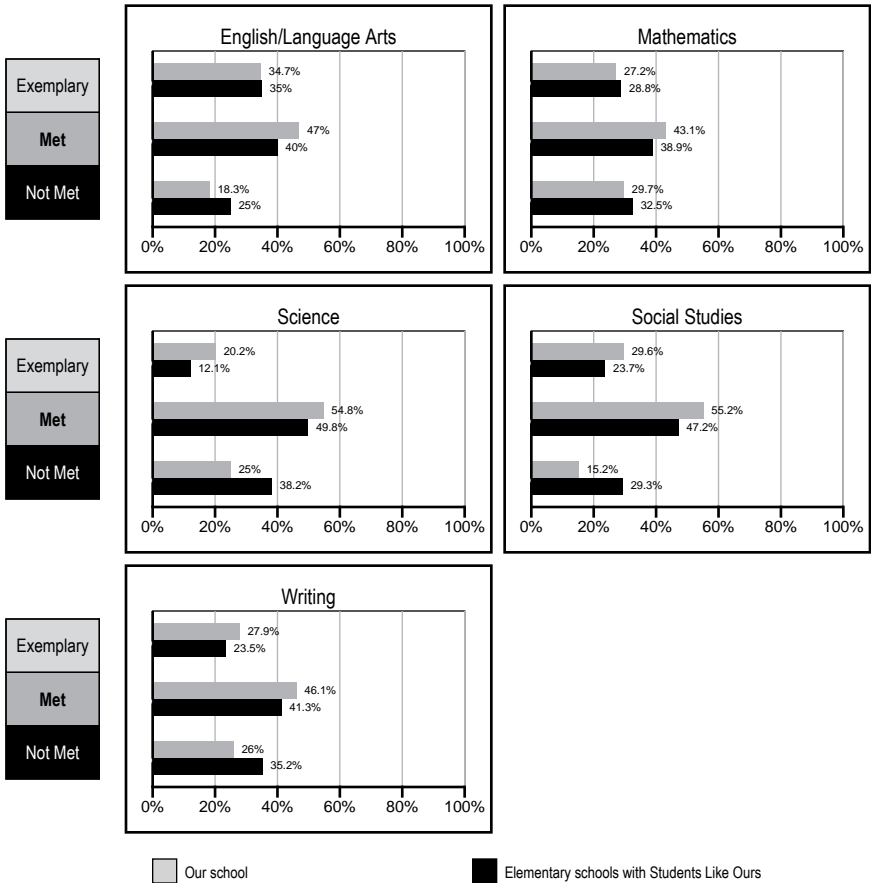
97.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
9	14	94	17	3

* Ratings are calculated with data available by 12/14/2013.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=423)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.4%	Down from 2.0%	1.2%	0.9%
Attendance rate	95.6%	Down from 96.2%	96.0%	96.3%
Served by gifted and talented program	3.4%	N/A	4.8%	7.2%
With disabilities	17.0%	N/A	14.1%	12.4%
Older than usual for grade	3.2%	N/A	2.6%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=34)				
Teachers with advanced degrees	61.8%	Down from 62.5%	60.4%	62.5%
Continuing contract teachers	82.4%	Down from 84.4%	82.1%	83.3%
Teachers returning from previous year	89.6%	Up from 89.5%	87.4%	88.3%
Teacher attendance rate	92.7%	Down from 100.0%	94.7%	95.0%
Average teacher salary*	\$42,567	Up 3.1%	\$47,233	\$48,193
Professional development days/teacher	12.1 days	Down from 14.5 days	11.3 days	11.0 days
School				
Principal's years at school	1.0	Down from 2.0	4.0	4.0
Student-teacher ratio in core subjects	17.0 to 1	Down from 19.3 to 1	19.6 to 1	20.1 to 1
Prime instructional time	87.2%	Down from 95.4%	89.5%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,580	Up 1.8%	\$7,608	\$7,364
Percent of expenditures for instruction**	65.0%	Down from 65.8%	68.0%	68.0%
Percent of expenditures for teacher salaries**	63.0%	Up from 62.3%	65.0%	66.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Timrod Elementary School provides best practices for students in 4K-6th grades. Our mission is to prepare students for a lifetime of learning through human relationships, appropriate curriculum, and the use of technology, in an environment conducive to utilizing an integrated, standards-based curriculum that emphasizes technology resources to actively engage all students.

Timrod has a balanced literacy program that includes a literacy lab, Reading Renaissance, Write for the Beginning Writing program, two Reading Recovery teachers and ELA Coach. Hands-on activities are provided in math which includes Everyday Counts Calendar Math and assistance from an instructional coach.

Professional development is provided to assist teachers with effective classroom instruction.

Many extracurricular activities are provided for our students to develop responsibility, leadership skills and school pride. Activities include: service projects, art club, Mad Science club, dance team, drama club, chorus, Good News, Recycling Club, Brigadiers, students marshals, band, strings, Red Tie Club, Timrod Pearls, WTES-TV student-produced news program, and Beta Club.

Timrod encourages parents and community involvement in several areas. Our Timrod Red Tie Club and Timrod Pearls Club require parent involvement throughout the year. Guest speakers at club meetings are community leaders that inspire students to develop strong leadership skills. A new Timrod tradition, Dads Involved In Youth (DIY) Day, invites students and significant male figures to participate in a hands-on building project, thus strengthening the relationships with male figures in the community.

Timrod received an A on the school report card based upon the ESEA waiver for the 2011-2012. PASS Scores for 2012 indicate the need to focus on Science and Math instruction. Our school is accredited by the Southern Association of Colleges and Schools by the Commission on International and Trans-Regional Accreditation (CITA).

Developing and exhibiting good character is a school-wide goal. We work towards our goal by providing a bully curriculum, guidance lessons, faith-based mentors, use of the PBIS discipline system, student clubs and participation in service projects. The National Network of Partnership Schools also recognized Timrod for Promising Partners Practices for our Red Tie Club. The school was recognized for Model School and Model library by Reading Renaissance. Student incentives for exhibiting model behavior are Character Coupons, ROAR Cards, key chain tokens, Princi-Pal, attendance awards.

Michelle McBride, Principal

Tammy Hinson, Chairperson – School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	38	51	28
Percent satisfied with learning environment	97.4%	78.4%	89.3%
Percent satisfied with social and physical environment	97.3%	84%	96.4%
Percent satisfied with school-home relations	76.3%	80.4%	92.6%

* Only students at the highest elementary school grade level and their parents were included.

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	98.9
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Henry Timrod Elementary school has been designated as a:

- ☒ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☐ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.7%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	5.1%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.7%	0.0%	No
Student attendance rate	95.6%	94.0%*	Yes

* Or greater than last year

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
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Grades 3-5

All Students	658.5	641.1	632.6	655.4	100.0	100.0
Male	656.4	638.9	630.3	652.4	100.0	100.0
Female	661.3	643.9	634.9	659.4	100.0	100.0
White	663.1	653.7	652.1	657.5	100.0	100.0
African American	657.8	637.3	625.0	654.7	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	652.4	635.1	624.8	649.8	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

Grades 6-8

All Students	646.0	636.7	611.3	630.4	100.0	100.0
Male	640.9	635.6	605.4	634.0	100.0	100.0
Female	N/A	N/A	N/A	N/A	100.0	100.0
White	N/A	N/A	N/A	N/A	100.0	100.0
African American	634.2	633.1	603.3	624.6	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	638.7	627.5	605.6	621.9	100.0	100.0
Annual Measurable Objective (AMO)	628.0	628.0	628.0	628.0	95.0	95.0

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2012	3	55	100	14.9	21.3	63.8	85.1
	4	62	100	25.5	49.1	25.5	74.5
	5	57	100	21.6	51	27.5	78.4
	6	57	98.3	42	34	24	58
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	46	100	18.2	36.4	45.5	81.8
	4	48	100	17	27.7	55.3	83
	5	63	100	19.3	59.6	21.1	80.7
	6	60	100	18.2	58.2	23.6	81.8
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2012	3	55	100	19.1	34	46.8	80.9
	4	62	100	34.5	50.9	14.5	65.5
	5	57	100	27.5	47.1	25.5	72.5
	6	57	98.3	14	52	34	86
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	46	100	38.6	36.4	25	61.4
	4	48	100	14.9	46.8	38.3	85.1
	5	63	100	35.1	36.8	28.1	64.9
	6	60	100	29.1	50.9	20	70.9
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2012	3	27	100	18.2	59.1	22.7	81.8
	4	62	100	20	76.4	3.6	80
	5	28	96.4	52	40	8	48
	6	28	96.4	68	28	4	32
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	22	100	23.8	52.4	23.8	76.2
	4	48	100	14.9	55.3	29.8	85.1
	5	32	100	34.5	55.2	10.3	65.5
	6	30	100	33.3	55.6	11.1	66.7
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2012	3	28	96.4	20	44	36	80
	4	62	100	21.8	61.8	16.4	78.2
	5	29	100	42.3	38.5	19.2	57.7
	6	28	96.4	N/AV	N/AV	N/AV	72
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	24	100	4.3	69.6	26.1	95.7
	4	48	100	6.4	40.4	53.2	93.6
	5	31	100	35.7	50	14.3	64.3
	6	30	100	17.9	71.4	10.7	82.1
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	57	100	35.3	51	13.7	64.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	48	100	35.6	40	24.4	64.4
	4	48	100	12.8	38.3	48.9	87.2
	5	63	96.8	34.5	40	25.5	65.5
	6	59	100	19.6	64.3	16.1	80.4
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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